

MACEDONIA ELEMENTARY

556 Jones Bridge Road
Blackville, SC 29817

GRADES K-6 Elementary School

ENROLLMENT 463 Students

PRINCIPAL William A. Owen 803-284-3318

SUPERINTENDENT William A. Sandifer 803-284-2234

BOARD CHAIR Willie Felder, Jr. 803-284-2766

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	59	41	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

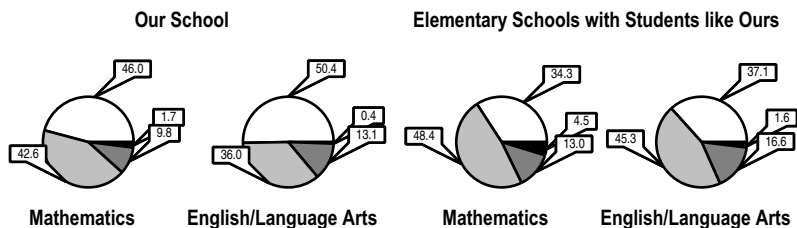
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	0	0	0
Percent satisfied with learning environment	N/R	N/R	N/R
Percent satisfied with social and physical environment	N/R	N/R	N/R
Percent satisfied with home-school relations	N/R	N/R	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	263	100.0	50.4	36.0	13.1	0.4	13.6	17.6
Gender								
Male	140	100.0	56.0	32.8	11.2	N/A	11.2	17.6
Female	123	100.0	44.1	39.6	15.3	0.9	16.2	17.6
Racial/Ethnic Group								
White	47	100.0	45.9	35.1	18.9	N/A	18.9	17.6
African-American	215	100.0	51.3	36.2	12.1	0.5	12.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	206	100.0	43.3	40.1	16.0	0.5	16.6	17.6
Disabled	57	100.0	77.6	20.4	2.0	N/A	2.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	263	100.0	50.4	36.0	13.1	0.4	13.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	263	100.0	50.4	36.0	13.1	0.4	13.6	17.6
Socio-Economic Status								
Subsidized meals	227	100.0	53.7	34.8	10.9	0.5	11.4	17.6
Full-pay meals	36	100.0	31.4	42.9	25.7	N/A	25.7	17.6

Mathematics								
All students	263	98.9	46.0	42.6	9.8	1.7	11.5	15.5
Gender								
Male	140	100.0	40.8	45.6	12.0	1.6	13.6	15.5
Female	123	97.6	51.8	39.1	7.3	1.8	9.1	15.5
Racial/Ethnic Group								
White	47	100.0	35.1	37.8	24.3	2.7	27.0	15.5
African-American	215	98.6	48.0	43.4	7.1	1.5	8.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	206	99.5	38.7	47.8	11.3	2.2	13.4	15.5
Disabled	57	96.5	73.5	22.4	4.1	N/A	4.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	263	98.9	46.0	42.6	9.8	1.7	11.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	263	98.9	46.0	42.6	9.8	1.7	11.5	15.5
Socio-Economic Status								
Subsidized meals	227	98.7	49.5	41.0	8.5	1.0	9.5	15.5
Full-pay meals	36	100.0	25.7	51.4	17.1	5.7	22.9	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	71	N/A	45.1	35.2	19.7	N/A	19.7
	Grade 4	71	N/A	55.7	31.4	12.9	N/A	12.9
	Grade 5	55	N/A	38.2	52.7	9.1	N/A	9.1
	Grade 6	85	N/A	58.3	29.8	11.9	N/A	11.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	44.7	34.0	19.1	2.1	21.3
	Grade 4	77	100.0	53.4	32.9	13.7	N/A	13.7
	Grade 5	73	100.0	57.1	36.5	6.3	N/A	6.3
	Grade 6	59	100.0	43.4	41.5	15.1	N/A	15.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	71	N/A	59.2	21.1	14.1	5.6	19.7
	Grade 4	71	N/A	57.1	28.6	11.4	2.9	14.3
	Grade 5	55	N/A	65.5	30.9	3.6	N/A	3.6
	Grade 6	85	N/A	63.1	28.6	8.3	N/A	8.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	21.3	61.7	12.8	4.3	17.0
	Grade 4	77	100.0	50.7	41.1	8.2	N/A	8.2
	Grade 5	73	98.6	66.7	27.0	6.3	N/A	6.3
	Grade 6	59	96.6	36.5	46.2	13.5	3.8	17.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 463)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	7.4%	Down from 13.3%	3.4%	2.4%
Attendance rate	92.9%	Down from 94.7%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.4%	Up from 12.8%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.2%	Up from 10.0%	8.4%	8.0%
Older than usual for grade	2.8%	Down from 3.6%	2.7%	1.1%
Suspended or expelled	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	18.9%	Down from 23.7%	47.2%	50.0%
Continuing contract teachers	70.3%	Down from 81.6%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.4%	Up from 81.3%	82.3%	86.2%
Teacher attendance rate	94.0%	Down from 94.5%	94.6%	95.3%
Average teacher salary	\$33,571	Down 3.0%	\$39,111	\$39,909
Prof. development days/teacher	13.7 days	No change	12.9 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	17.0 to 1	Down from 17.1 to 1	17.3 to 1	18.9 to 1
Prime instructional time	85.5%	Down from 87.8%	88.2%	89.7%
Dollars spent per pupil*	\$5,816	Up 5.5%	\$6,289	\$5,892
Percent spent on teacher salaries*	62.6%	Up from 60.4%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	49.1%	Down from 93.7%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2003 school year has been one of significant challenge but with significant support. We have been blessed with seven Teacher Specialists on Site. These teachers were offered to us from the South Carolina State Department of Education and were selected by a team from Macedonia Elementary, which included the Superintendent. Their presence has had a significant impact on the way our teachers teach. These Specialists have assisted the entire staff with student assessment making it easier to assist the students in the areas in which the students have the greatest need, be it reading comprehension, word recognition, phonemic awareness, or in the other areas of instruction such as mathematics, science, or social studies. I cannot say enough about the willingness of our staff to welcome the Specialists and their willingness to be open to new ways of instruction.

We are excited to see the effects of all the hard work by teachers, Specialists, and students when the results of PACT are released in the fall. Great strides will be made. Of this I am confident.

Our teachers have also been hard at work addressing the new teaching methods they are learning, incorporating them into our School Renewal Plan. Also included in the SRP is the use of the numerous "trade books" which we were so fortunate to receive from former Governor and US Secretary of Education Richard Riley. These books were presented to very few school districts in the state; we were one of the fortunate few. The books were presented to each teacher in the school in the form of "Cool Books." These "Cool Books" were presented in coolers and are in every classroom in the school.

We were also fortunate to receive a significant influx of lottery money from the South Carolina Education Lottery. The teachers were able to purchase useful instructional items of a wide variety: more classroom books for classroom libraries, which we bought to complement our Accelerated Reader Program, giving the students more access to books from which to take AR tests; science equipment to allow the teachers to do hands-on classroom science experiments; social studies materials, globes, maps, cultural books for exposure to other cultures; math manipulatives for classes to experience new strategies to solve mathematics problems; musical instruments to enhance their musical experience and education; art supplies to be able to create more artistic projects; and "critters" (lizards, insects, etc) to observe the environments and metamorphosis of these animals.

Overall this has been a very exciting year for everyone at Macedonia Elementary School. I have requested that all seven Teacher Specialists be allowed to return to our school for the 2003-2004 school year and the state has agreed to allow us to have them return another year to help maintain the progress I'm sure will be demonstrated when PACT scores are released.

William A. Owen, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.